

### Kindergarten Oral Language Development: Retelling/Recounting

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
<b>The Child</b>	With direct support may listen to and use language for play and collaborative learning. May not have enough language for conversation to be meaningful.	With guided support listens to and is beginning to use language for play and collaborative learning. Is beginning to participate in conversations.	With minimal support uses conventional language for play and collaborative learning. Is able to contribute to conversations.	Adjusts language use for play and collaborative learning. Uses language for a range of purposes and actively contributes to conversations.
<b>Knowledge of the content and structure of language</b>				
Retelling/recounting	With direct support may retell something about a story; may recount part of an experience or give one or two simple facts.	With guided support retells a simple story, recounts an experience or gives new information; some sequence errors and omissions.	With minimal support retells a story, recounts an experience or gives new information; may use simple connectors (e.g., and, then).	Retells a story, recounts experiences or gives information; uses more complex connectors (e.g., if, because, when, before, etc.).
<b>The Support/Scaffolding*</b>	<b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	<b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting	<b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration	<b>The Mentor:</b> extending, stretching, wondering aloud, exploring, "what if-ing"
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

**Scenario:** The kindergarten class has taken a field trip to the local Fire Hall. They walked across the school grounds and used a crosswalk on a busy road to get there. At the Fire Hall, they explored the fire trucks and firefighting equipment and observed the clothing worn by the firefighters. They discovered what it was like to wear a fire suit and climb into a fire truck. They imagined driving it to a fire as they turned on the siren and honked the horn. During their visit the children asked many five-year-old questions about the Fire Hall, made connections to their families and homes, and wondered where the Dalmatian mascot lived. The next day at centre time, a group of children are replaying their Fire Hall visit in the blocks area.



**Minimal Support**

One group begins the activity by recreating structures from their Fire Hall experience in sequence, including building a replica of the steps from the school to the Fire Hall. With minimal support of a brief *suggestion* from the teacher, some of the children begin to retell the experience orally, following the *prompts* of others as to what to build and talk about next.



**Without Support**

Other children, without support, *extend* the sequence by gathering materials from around the classroom environment to support the retelling.



**Direct Support**

The teacher observes Brendon stacking blocks on his own. When asked what he could build from what he has seen the day before, Brendon shrugs. The teacher provides direct support by *showing* him the Fire Hall model being created by the other children to illustrate their field trip. The teacher asks Brendon what he thinks the others are building, and *directs* him to ask them about their structures. He says, "What is it?" The children respond with, "It's about the Fire Hall trip!" The teacher asks Brendon *explicit* questions to elicit memories from the day before: "Do you remember seeing the fire trucks? Do you remember hearing the siren? Do you remember trying on the firefighter's coat and helmet?" Brendon shows recollection by nodding. Then the teacher asks, "Do you remember seeing the firefighter in her coat and mask?" This elicits a strong connection for Brendon. The teacher then asks, "When might we see someone wearing a firefighter's mask and coat?" Brendon responds with, "If my house was on fire!"



**Guided Support**

The teacher then provides guided support by *focusing* Brendon on building his house next to the model of the Fire Hall that the other children are constructing.



*Students will often be retelling at different levels of responsibility in the classroom, because children need different levels of support. It requires good first teaching and strong management skills to be able to identify children's needs for different levels of support and then to be able to provide that support.*

